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INDIAN EDUCATION  
JOHNSON-O'MALLEY ACTIVITIES  
ANNUAL REPORT  
1971-1972

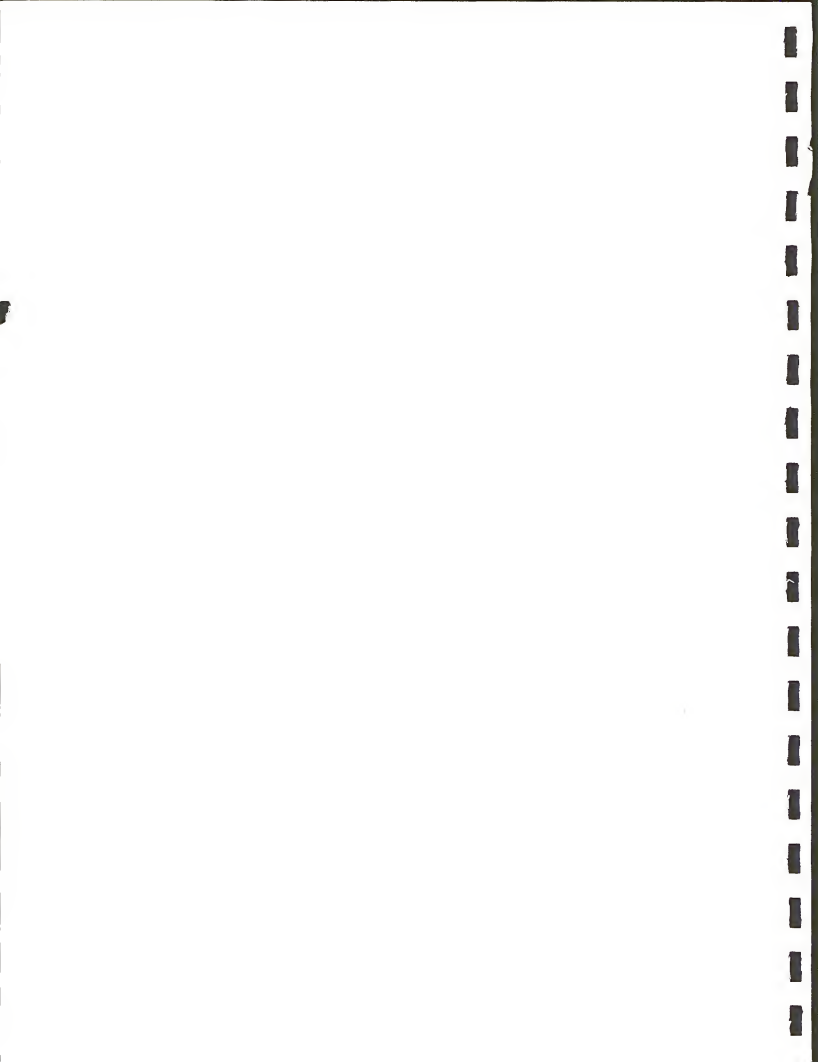


Office of the Superintendent  
of Public Instruction  
Dolores Colburg, Superintendent  
Helena, Montana 59601



# TABLE OF CONTENTS

	Page
History of Johnson-O'Malley Program in Montana . . . . .	1
Montana's Involvement in the Johnson-O'Malley Program . . . . .	3
Current Conditions and Trends	
Administration of Johnson-O'Malley Act Funds . . . . .	5
Johnson-O'Malley Act Funded Kindergarten Projects . . . . .	6
Johnson-O'Malley Act Funded Special Projects . . . . .	7
School Reports of Johnson-O'Malley Act Funded Projects . . . . .	8
Johnson-O'Malley Other Projects . . . . .	23
Johnson-O'Malley Annual Financial Report . . . . .	24
Johnson-O'Malley Administrative Budget . . . . .	25
Summary of Allocations . . . . .	26
Summary Enrollment and Financial Report . . . . .	27
Enrollment Data . . . . .	28
Higher Education . . . . .	36
Other Federally-funded Educational Programs for Indian Students . .	41
Public Law 89-10 Payments . . . . .	45



# LIST OF TABLES

Table		Page
I	MONTANA JOHNSON-O'MALLEY ACT ALLOCATIONS AND NUMBERS OF ELIGIBLE INDIAN STUDENT PARTICIPANTS FOR FISCAL YEARS 1948-1972 . . . . .	2
II	JOHNSON-O'MALLEY ALLOCATIONS BY RESERVATIONS . . . . .	26
III	MONTANA INDIAN RESERVATION FISCAL YEAR 1972 STATISTICS ON ENROLLMENTS, TEACHERS AND SCHOOL BOARD MEMBERS . . . . .	30
IV	NUMBERS OF INDIAN STUDENTS HAVING ANY DEGREE INDIAN BLOOD ENROLLED IN PUBLIC AND PRIVATE SCHOOLS ON OR ADJACENT TO MONTANA INDIAN RESERVATIONS--1960-1972 . . . . .	31
V	NUMBERS OF MONTANA INDIAN STUDENTS GRADUATING FROM HIGH SCHOOLS ON OR ADJACENT TO INDIAN RESERVATIONS--1971-1972 . . . . .	32
VI	NUMBERS OF INDIAN STUDENT DROPOUTS BY PUBLIC SCHOOLS AND RESERVATIONS--1971-1972 . . . . .	34
VII	NUMBERS OF INDIAN STUDENT DROPOUTS FOR PRIVATE AND FEDERAL SCHOOLS . . . . .	35
VIII	NUMBERS OF MONTANA INDIAN STUDENTS AWARDED FEE WAIVERS AND EXTENSIONS . . . . .	36
IX	NUMBERS OF MONTANA INDIAN STUDENTS AWARDED FEDERAL GRANTS BY THE BUREAU OF INDIAN AFFAIRS TO ATTEND INSTITUTIONS OF HIGHER LEARNING . . . . .	38
X	AWARDED TRIBAL EDUCATIONAL GRANTS AND LOANS . . . . .	39
XI	INDIAN EDUCATION REPORT FOR MONTANA PUBLIC AND PRIVATE INSTITUTIONS OF HIGHER LEARNING . . . . .	40



## History of Johnson-O'Malley Program

### Montana

Montana became involved in the Johnson-O'Malley program soon after inception of the Act in 1934. The early contracts were between the local Indian Agency Office and the local school districts. In fiscal year 1946 the Office of the State Superintendent of Public Instruction began to contract annually with the United States Department of Interior, Bureau of Indian Affairs, to provide educational services to Montana Indians. In 1971-1972 the contract was for \$909,250 which included 37 school districts and 6094 school children.

In 1969 the Johnson-O'Malley funds had been reduced to \$36,000 and the primary objective was to provide free or reduced price lunches for Indian children. With the impact resulting from Public Law 874, assistance through Johnson-O'Malley funds showed a marked decrease from 1958 through 1969 and Montana school administrators accepted avoiding duplicate funding where Public Law 874 was heavily involved.

For fiscal year 1968 a revised and updated Johnson-O'Malley State Plan for Montana was completed and became a part of the contract beginning with the 1969 fiscal year. Nearly the entire funding of the program has, in the recent past, been utilized to provide lunches for eligible Indian children in public schools on the reservations in Montana. The budget and programming aspects were limited in scope. The funds available to the program were allotted to schools by the State Superintendent's Office and used to pay a portion of the total cost of the lunches furnished Indian children. Funds available were insufficient to meet the full costs.

In fiscal year 1970, Montana Johnson-O'Malley funds were relieved of the necessity of supporting school lunches for Indian children, and were channeled into special project activities. Department of Agriculture school lunch funds became available in larger amounts to make that transition possible. At this point Montana shifted away from Johnson-O'Malley lunch financing and with the granting of more funds projects for special program activities received an impetus that has grown each year. Presently project applications exceed the funds available. In January, 1970 funds became available for kindergarten programs, in fiscal year 1972, twenty-five kindergarten units were in operation.

The program now includes transportation, boarding homes, home-school coordinators, nurse coordinators, cultural enrichment programs, consultation service, study centers, writing projects, summer programs, special teachers, and workshops for teacher aides of Indian children.

In fiscal year 1972, twenty-two Johnson-O'Malley Advisory Committees have been formed, to involve Indian people at the school level in planning and selection of projects for Johnson-O'Malley Act funds. This effort has still not produced the extensive involvement desirable, but it is steadily increasing.

In Montana there are seven Indian reservations, each with its own tribal government organization. The Montana tribes have enrolled membership totaling approximately 26,467 of whom about 22,667 still live on reservations.

Montana has 2,240 non-enrolled Indians residing on reservations and 7,950 non-enrolled Indians residing off reservations.

Data for Table I shows the Montana Johnson-O'Malley Act allocations for fiscal years 1948-1972 and the numbers of eligible Indian student participants for those years.

TABLE I

MONTANA JOHNSON-O'MALLEY ACT ALLOCATIONS AND NUMBERS OF ELIGIBLE INDIAN STUDENT PARTICIPANTS FOR FISCAL YEARS 1948-1972

Fiscal Years	Allocations	Numbers of Eligible Participants
1948	\$176,944	2,720
1949	176,944	2,906
1950	288,188	3,139
1951	389,081	2,947
1952	389,082	3,058
1953	374,528	3,107
1954	292,794	3,046
1955	608,190	3,190
1956	400,800	3,472
1957	470,702	3,737
1958	497,000	3,546
1959	266,260	3,509
1960	100,000	1,574
1961	118,187	3,103
1962	72,364	2,377
1963	133,769	2,197
1964	36,016	2,210
1965	64,058	2,175
1966	87,405	2,018
1967	116,929	2,204
1968	127,045	2,300
1969	179,914	3,191
1970	577,987	4,287
1971	722,000	5,418
1972	909,250	6,094



## Montana's Involvement in the Johnson-O'Malley Program

### Current Conditions and Trends

Montana became involved in the Johnson-O'Malley program soon after inception of the Act in 1934.

During the late sixties Montana educators began to examine the Johnson-O'Malley Act to determine if any federal responsibility for Indian education was not being met. By this time the conflict between Public Law 874 and Johnson-O'Malley, regarding Indian education, was largely resolved. When Public Law 874 became applicable to Indians in 1959, the Johnson-O'Malley funds were reduced accordingly for school districts educating Indian children.

The people involved in Indian education then examined Johnson-O'Malley programs as well as techniques and practices utilized in educating Indian youth.

Because educators and others questioned and examined Johnson-O'Malley programs, services and activities have been expanded in recent years to include transportation, boarding homes, home-school coordinators, summer programs, special teachers, and workshops for teachers and aides who work with Indian children.

The current trend in Indian education is toward personalized teaching and individualized instruction emphasizing the heritage and culture of the Indian people.

The Superintendent of Public Instruction has established priorities and goals for education in Montana that have great importance for all students attending public schools.

School districts applying for Johnson-O'Malley assistance are required to involve Indian people in the planning. In planning projects educators are urged to assess the needs of the Indian students in a realistic manner, considering the basic needs of nutrition and health as well as academic requirements.

After assessing the needs, alternatives are considered, coordinating various methods to meet the needs. Behavioral objectives which can be measured objectively or subjectively are written, and a program to achieve the stated objectives is planned. After the program is implemented, it is monitored to make certain it functions as intended. The program is evaluated periodically and, at the conclusion, in terms of the written objectives.

Essentially, Montana is moving toward making local school systems accountable for the quality of Johnson-O'Malley programs and for what Indian children learn.

In February, 1970 Dolores Colburg, Superintendent of Public Instruction, named Earl Barlow as Indian Education Supervisor in her office and he is the first Indian ever employed in that capacity. Dorrance Steele, also Indian, is now employed in the office.

Since Johnson-O'Malley Act funded programs are restricted to public schools on or adjacent to Indian reservations, Public Law 92-318 will provide funds for programs for Indians regardless of the location of the public school they attend.

Public Law 92-318 was signed by the President on June 23, 1972 and Title IV of the law is the Indian Education Act.

Under Title IV grants will be made to local education agencies to develop and carry out elementary and secondary school programs designed to meet the special educational needs of Indian children, grants will be made for pilot and demonstration projects, and programs will be funded for adult education for Indians. Also, the Act provides for the establishment of an Office of Indian Education headed by a Deputy Commissioner and a National Advisory Council on Indian Education consisting of 15 Indians and Alaskan members appointed by the President.

Under the Act the term "Indian" is defined to mean any individual who (1) is a member of a tribe, band, or other organized group of Indians, including those tribes, bands, or groups terminated since 1940 and those recognized now or in the future by the State in which they reside, or who is a descendant, in the first or second degree, of any such member, or (2) is considered by the Secretary of the Interior to be an Indian for any purpose, or (3) is an Eskimo or Aleut or other Alaska Native, or (4) is determined to be an Indian under regulations promulgated by the Commissioner, after consultation with the National Advisory Council on Indian Education, which regulations shall further define the term "Indian".

Montana will step-up Indian education activities in keeping with the new state constitution which states "the State recognizes the distinct and unique cultural heritage of the American Indians and is committed in its educational goals to the preservation of their cultural integrity."

## Administration of Johnson-O'Malley Act Funds

The Superintendent of Public Instruction contracts annually with the United States Department of Interior, Bureau of Indian Affairs, to provide educational services to Montana Indians. The authority for negotiation comes from the Federal Act of April 16, 1934, C. 147, 1, 48 Statute 596, commonly known as the Johnson-O'Malley Act, as amended June 4, 1936, C. 490, 49 Statute 1458, and Section 79-1602, R.C.M. 1947, and the State Board of Education Minutes, page 124, Volume 16. The administration of Johnson-O'Malley Act funds is based on operation criteria as outlined in Vol. VI, Part II, Chapter 3, Indian Affairs Manual, and the State Plan.

### Conditions of Eligibility

- a. The school must be on or adjacent to an Indian reservation.
- b. The school district must count only those Indian pupils who have at least one-fourth or more degree of Indian blood and who live on non-taxable land within or adjacent to an Indian reservation.
- c. The school district must levy school taxes at a rate not less than the average for all similar type school districts in the state.

### Use of Johnson O'Malley Funds

Johnson-O'Malley funds are for special compensatory activities which supplement the regular school program and which are designed to meet the special needs of Indian children.

### Applications

Applications for funding follow recommended federal planning, programming, and budgeting procedures. Programs are planned on the basis of ensuing two-year periods or longer.

### Allocations

Allocations to school districts are made by the Office of the State Superintendent of Public Instruction consistent with the State Plan.

### Johnson-O'Malley Act Funded Kindergarten Projects

Johnson-O'Malley Act funds were used in part or in whole to fund kindergarten programs located on all the Indian reservations in Montana.

There were 523 eligible Johnson-O'Malley students, 632 students of any degree of Indian descent and a total enrollment of 878 students participating in the kindergarten program. The students' ages ranged from 4 years old to 7 years old in this year's program.

Some school districts had full day sessions of kindergarten and this was encouraged but because of the number of students participating or the lack of facilities many school districts had either one half-day session or two half-day sessions.

There were 25 kindergarten teachers and 22 teacher aides involved in the program; 5 of these teachers did not have elementary certificates.

The kindergarten philosophy varied from one program to another; however, many of the concepts were the same. The basic goals of the programs were to develop a positive self-image, varied means of self-expression, improve social relations, to develop a positive attitude toward school, to develop school readiness including reading and number readiness, to help students develop independence in initiating and carrying out projects and work on their own with minimal teacher guidance.

First grade teachers report there is less timidity at the start of the year, more willingness and ability to participate in school activities, generally better social relations and higher levels of reading, numbers and a general school readiness among those who attended kindergarten the previous year.

The schools with kindergarten programs by reservation are: Blackfeet Indian Reservation, Babb, Browning, Cut Bank, and Heart Butte; Crow Indian Reservation, Hardin, Lodge Grass, Pryor and Wyola; Flathead Indian Reservation, Arlee, Charlo, Dixon, Hot Springs, Ronan, and St. Ignatius; Fort Belknap Indian Reservation, Harlem and Hays-Lodge Pole; Fort Peck Indian Reservation, Brockton, Frazer, and Poplar; Northern Cheyenne Indian Reservation, Lame Deer; Rocky Boy's Indian Reservation, Box Elder, Havre, and Rocky Boy.

## Johnson-O'Malley Act Funded Special Projects

### Home-School Coordinator

The Home-School Coordinator by some schools are either referred to as a visitor, liaison, social services, nurse, relations person, social worker, counselor and a community coordinator. Basically, all have the same type of job description. The Home-School Coordinators, in communities where English was spoken as a second language, were bilingual.

The position of Home-School Coordinator is not bridging the gap between the school and the Indian parent. Indian parents are now coming to the school to discuss problems concerning the education of their children. The Home-School Coordinator works with dropouts throughout the year, finding out why they drop out of school and trying to encourage these students to come back to school. A daily log of assignments and duties performed are kept on file. File cards are filled out on each child and his parents. Much of this personal information goes into the personal folder of the child. When the Home-School Coordinators are sent to a home the same day as the truant officer, they feel they are being used as truant officers. In some cases the parents become very disagreeable and hard to talk to. In the spring of the year, surveys were taken to determine the number of kindergarten and first grade students for the next school year. The students that were on the survey could be double checked to see if they enrolled in school the following fall.

The Home-School Coordinator projects listed by reservation and by school are as follows: Blackfeet Indian Reservation, Babb, Browning, Valier; Crow Indian Reservation, Lodge Grass, Wyola; Flathead Indian Reservation, Arlee, Charlo, Polson, Roman, St. Ignatius; Fort Belknap Indian Reservation, Harlem, Hays-Lodge Pole; Fort Peck Indian Reservation, Frazer, Poplar, Wolf Point; Rocky Boy's Indian Reservation, Box Elder, Rocky Boy.

### Special Transportation

This project is designed to provide free bus transportation for eligible students who are regular students in attendance of the various reservation schools that have no means of transportation for primary students during the cold weather months that may live within the three-mile radius of school. The special transportation also permitted students to participate and attend extra-curricular activities, because this transportation was provided in addition to the regular bus schedule. Without financial assistance from Johnson-O'Malley Act funds many of these students would not be able to participate, perhaps lose interest in school and become dropouts. We wish to continue this program and help every child share in the experiences of all the school's activities. The special transportation projects are listed by reservation and by school as follows: Blackfeet Indian Reservation, Browning, Cut Bank; Crow Indian Reservation, Edgar, Hardin, Lodge Grass; Flathead Indian Reservation, Polson; Fort Belknap Indian Reservation, Harlem; Fort Peck Reservation, Brockton, Frazer, Wolf Point; Northern Cheyenne Indian Reservation, Colstrip; Rocky Boy's Indian Reservation, Rocky Boy.

School Reports of Johnson-O'Malley Act Funded Projects

Johnson-O'Malley Act Funded Special Projects

Blackfeet Indian Reservation

Babb

Industrial Arts

The duties are to aid and instruct children in the use of hand tools in the construction of wooden articles.

It has helped by giving the children something to look forward to twice a week, also it has given them a chance to see that mathematics has a practical use and that planning and neatness are a great asset. The industrial arts program has helped in many ways because they are doing something that is in relation to their classroom studies and that they can see the end results of those studies.

The program is very beneficial to the Babb School because working with tools teaches the children the need for neatness and caution in their use, also it is a means for a child to express himself in a constructive manner.

There are 15 Indian students in this class.

As Home Economic Advisor, I feel that this program is very good for the Babb School.

We have 18 students in sewing and cooking classes, 16 of them are Indian children. This program will help them in the future and they are very interested in doing the things they haven't had the opportunity to do in the past.

The school has purchased four new sewing machines and other equipment. The sewing classes are on Mondays and Wednesdays for the 5, 6, 7, and 8th grades and the cooking classes are on alternate days.

Special Activities

The basketball activity has helped not only the boys, but has helped in the sportsmanship of the whole school.

New game equipment such as basketballs, volley balls and nets, rubber balls, bats and balls, were purchased to give students more game variety in indoor activity during the winter months.

This program has provided an opportunity for all to take part in extra-curricular activities and to maintain an interest in school.

## Browning

### Community Education Program

Johnson-O'Malley financial assistance played an important role in the progress of our community education program this past school year. Without the financial assistance extended us we would not have been able to conduct the three-fold program that made it possible to bring the school and community closer together. Johnson-O'Malley assistance made it possible to provide a better understanding on the part of the involved adults as to the educational needs of both themselves and their school age children. By involving the parents in learning situations within the school setting they are better prepared to understand and meet the educational needs of the school age youngsters. At the same time the parents themselves acquired additional educational experience within the areas of ceramics, art, sewing, knitting, office education, and lapidary. Approximately 89 adults were involved. In addition to providing for adult educational enrichment and development of positive attitudes toward the education of the younger generation, Johnson-O'Malley assistance enabled us to provide college prep courses in the areas of English and Math for seniors who have the desire to go on to post high school education.

### Native Songs and Dances

Many young Blackfeet boys and girls do not know the Blackfeet songs and dances. This program was designed to teach twenty-four students how to sing and dance the Blackfeet way. Older tribal members were used as teachers; they discussed the history of the different kinds of songs and dances.

The students performed at the various colleges and universities and at public gatherings throughout Montana.

### Summer Field Trips

The summer program was to familiarize students with the wealth of archeological, geological, historical, and biological interest on the Blackfeet Indian reservation. A number of field trips were taken throughout the summer visiting various parts of the reservation with 164 students participating.

### Summer Audio-Visual Program

The main emphasis of the Audio-Visual department was on the preparation of materials that could be used by the entire school district in studying Indian history. The materials developed included overhead transparencies, 8mm movies, slides, and audio slide shows. The materials prepared were in the following areas: sign language, picture writing, buffalo drive sites, Ghost Ridge, Tipi rings, Indian campground sites, Big Crow Rock, Camp Disappointment, Construction of Blackfeet tipi, Sun Dances, Blood Indian dancing, and movies of touring the Blackfeet reservation and parts of Canada. These materials have been edited and cataloged and filed in the Browning High School Library.



### Summer Recreation

The summer recreation program under the direction of three instructors, began in May and ended the first week in August. In addition to individual and group activities, a physical conditioning program was offered with weight lifting and running. Once a week the students were taken to Cut Bank, thirty miles away, for swimming. Through this program, six girls were able to compete in the Montana Junior Olympics.

### Summer Indian Language Program

The language program consisted of learning the Blackfeet language, sign language, Indian songs, Indian games, and beading. The students enjoyed the program and they hope this program continues next year.

### Indian Arts and Crafts

The summer Indian arts and crafts class covered a variety of crafts. Some of the crafts were traditional and some were Indian cultural oriented.

The values of the Indian arts and crafts classes were that each child now has aesthetic feeling of how each particular craft relates to his or her culture. Tangible values received by each child were a number of small mementos made by that student and taken home with him.

### Cut Bank

#### Art Program

The Johnson-O'Malley project that was allocated to the Anna Jeffries School was designed to promote an interest in art and an appreciation of the heritage and culture of the Indian people. These appreciations are not confined to the Indians as it serves as well or even more so to build an appreciation of the Indians' contribution by the white culture. The effectiveness of the program can only be measured by observation or conversation. It was very noticeable on June 6th, when elections were held in the gym and school was not in session, that the interest is increasing as many voters took time to view the art in the halls.

### East Glacier Park

#### Breakfast Program

Needed one cook for the preparation of food.

This program serviced about 25 students each morning. Most of these children were Indian. This program was very effective, in that the students who ate seemed to have more energy for school, were more alert, and it seems to provide an incentive for coming to school plus a cozy family type atmosphere.

## Heart Butte

### Research and Planning

Contract services were provided from the University of Montana Division of Research; there was excellent progress in developing an individualized reading program.

They provided in-service training and other assistance to the school. The grades involved in the program were kindergarten through grade eight.

### Supplemental Assistance

Supplemental assistance was given to upgrade education by means of providing funds to purchase instructional material to help maintain accreditation.

### Field Trips

Spring field trips were taken by all classes involving 204 students, teachers, aides, three bus drivers, and local Indian people were used as chaperones. The field trips varied from local points of interest to Canada and Northwest United States; the younger children took one day trips, the older children took overnight trips.

## Crow Indian Reservation

### Hardin

### Band Program

This year \$893.00 was used to purchase additional band instruments. We see more and more Indian children involved and playing in our junior and senior high bands.

Many students would not be able to take advantage of instrument music if it were not for the Johnson-O'Malley Act funded Band program. The result, undoubtedly, improves our total music program.

### Readiness Program

We have had fourteen Indian children enrolled in a readiness room program under Johnson-O'Malley funding. The room was equipped with kindergarten equipment and operated as part of the bilingual bicultural program at Crow Agency School. Johnson-O'Malley funding made it possible to give these fourteen children, who were chronologically 6 but developmentally not ready for a school program, a year of readiness and language development. The other children in first grade also benefited by this because in this way those children who were not ready for a reading-writing program could operate in a separate room and leave the other room free to move ahead with a more school oriented program. One teacher was paid through bilingual funds.

The children have shown growth in language development, social development, and school adjustment. They will have a more successful adjustment to first grade because of their year of readiness program.

#### Photography Program

There were fourteen students participating in a photography program at Crow School. Dark room equipment, enlarger, and cameras were purchased through Johnson-O'Malley funding. Fifth and Sixth grade students learned the basic elements of photography: composition, camera operation, film developing and enlarging. The students expressed a great deal of enthusiasm for the class and the teachers felt that good progress was made.

#### Art and Drama and Speech Program

In the special activities program there is one teacher and one aide working full time. One hundred and twenty students are participating in the activities of this program. It provides help for students in learning to communicate better both verbally and non-verbally, to develop a more positive attitude toward themselves, and to improve basic skills.

#### Wyola

#### Playground Equipment

Johnson-O'Malley Act funds purchased a nice supply of gym and playground equipment. Outside there are swings, slide and merry-go-round; in the gymnasium we have all kinds of body-building equipment that has been very popular with the children and the teachers.

## Flathead Indian Reservation

### Arlee

#### Indian Study Classes

Indian Home Ec. class was taught by Mrs. Alice Moran. The students did bead work and leather work, and cooking. It was a favorite of the students and the Johnson-O'Malley committee wish to have the class again. Eleven students completed the course work in the class.

Indian studies class was taught by tribal council elect Tom Swaney. The class concentrated on tribal government, federal and Indian services. Twenty-six students completed the course work in the class.

### Dixon

#### Lapidary

The lapidary class has been conducted since its inception by Mr. John Spike who has developed it into a well liked and much demanded course. Classes were held both during school time and in the evenings and attracted a number of children, including several who are attending other schools in the valley. These classes attracted nineteen Indian students of whom, Mr. Spike says, eleven were very regular attenders and eight on a less steady basis.

#### Art Program

Mrs. Betty Savage, a well known artist, started our art program several years ago with students from several area schools. The class is conducted twice weekly for about 2½ hours and runs until about 5:30 p.m. Eleven Indian students were involved in the program this year; however, not all were able to attend regularly. The primary drawback to regular attendance was transportation since Mrs. Savage had to provide rides for the out-of-town students.

The quality of work and progress of those students who have been in the program several years has been most impressive and certainly warrants continuing the program.

### Elmo

#### Reading, Math, Language Testing Program

The elementary school at Elmo participated in a testing program for grades two, three, five, six, and eight, which was conducted by the Division of Educational Research and Services, University of Montana, Missoula, Montana.

The original pre-test has shown Indian students do not always respond positively to a standardized testing situation. It was anticipated that most of these students would originally score below grade level. The post scores did indicate a positive shift in almost every case from the original pre-test position. In a few cases the growth was significantly high with those students showing better than one full year's growth in areas of reading, math, and language. Elmo will continue to emphasize the individualized approach to reading and both pre and post scores on the California Test will again be checked.

#### Polson

##### Indian Art Program

This program gives Indian students an opportunity to participate in an Art class that incorporates traditional materials and techniques. This program is operating in the high school.

##### American Indian Social Studies Course

A course related to all phases of the life and general culture of the American Indian. This course gives students an opportunity to study in depth and in various ways the history, life styles, and desires of Indians and involves past as well as current information and trends.

#### Ronan

##### Cultural Orientation Tour

This project is one in which Indian students are taken on a week-long trip throughout the state in an effort to show them some of the cultural and historical highlights that they might not be able to see on their own. Last year, thirty-five Indian students participated and we expect approximately the same number this year.

This program gives the students a chance to experience this learning first hand, and with the knowledge they gain they can participate more effectively in classroom work that might pertain to what they have seen or done. I hope, for a few who might be at a point of discouragement with school, this trip will give them a new outlook on what we are trying to accomplish with our educational programs.

##### Summer Home Economics

The project will run for three weeks, three hours a day, preferably in the morning.

There will be eighteen students involved.

The tentative plans for the program include a trip to Elmo, camping out, while Mrs. Hamel and Mrs. Kenmill show the girls how to dry meat and how to tan hides. They also plan to discuss various Indian customs concerning the plants that grow wild, and how they are cooked.

Hopefully, the program will encourage the students to take a larger share of the cooking responsibilities at home, help them appreciate their rich heritage and customs and incorporate them in their own lives, help them become aware of the variety of foods they can prepare, and how their families will be healthier because they can recognize nutritional value.

#### Outfitter and Packers Guide

This year's class consisted of two first aid classes, two woodmanship classes, one-half class on backpacking, two classes on fly fishing, three classes on cooking, ten classes on packing on horses including horseshowing and a three-day pack trip to Horseshoe Bend.

There are twenty-one students enrolled in this class, with eight students of Indian descent.

#### Outdoor Educational Experience

Boys and girls in grades 9-12 were the primary target for the outdoor camping experience. The boys hiked into Lost Sheep Lake and Lee Bell, a tribal outfitter, packed the food and camping equipment in with a packstring.

Good camping techniques were stressed that included taking care of equipment, garbage disposal, care of fish, caring for horses, and good ecology practices.

The girls camped at Lake MacDonald in Glacier Park and hiked to Sperry Chalet; they then camped and hiked in Waterton Lakes National Park before journeying to Banff where they camped and hiked. Twelve girls took part in the camping activities.

The program was effective in providing the students with some good whole-some recreation. The students are very enthusiastic about the program and are looking forward to camping out this year. They are given a chance to learn how to really enjoy the outdoors, and how to care for the outdoors, and how to care for the outdoors when camping.

#### St. Ignatius

#### Music Program

One-half time person is employed for the music program which covers grades one through four.

Through this program the children are taught basic music skills and become more aware of the pleasures derived from active participation in music.

The program has created an opportunity for many pupils to excell in musical expression thus creating pupil success with the students who otherwise would be unable to achieve in the regular classroom. Possibly the greatest worth of this program was for some of the children, who for one reason or another were withdrawn and did not communicate well with others. Through their participation in music they overcame their fears and openly participated in the musical activities.

#### Indian Studies Program

With the cooperation of the superintendent of schools and the Johnson-O'Malley Advisory Committee the Indian studies program in St. Ignatius was a success.

Twenty-eight Indian students were enrolled in this class.

The Indian studies program employed three regular Indian consultants who were responsible for providing subject matter and guest speakers. Certain aspects of the following subject areas were taught: Salish language, tribal history and culture, legal history and contemporary government of the Salish and Kootenai Tribes. In addition to the classes one field trip was taken to the ancestral land of the Flatheads to gather berries, camas, and bitterroot.

The Indian studies program was funded in part by Johnson-O'Malley, Adult Basic Education and local tribal funds.

#### Fort Belknap Indian Reservation

##### Harlem

#### Extension Course in Indian Education for Teachers

We were trying to better familiarize our teachers with the background, needs and the way of life of the Indian students. Inherent prejudices emitted and as the course developed it was necessary for the teachers to take a close personal look at themselves in order to be more objective in their relationship with the Indian students in the classroom.

The class was successful in that it: 1) forced teachers to look at their own attitudes towards minority groups, in particular the Indian; 2) the teachers did become more familiar with the Indian history, culture, and way of life; 3) an objective evaluation was made by the teachers of the Harlem schools and what this school is doing to meet the needs of the Indian student; 4) the teachers had an opportunity to meet many Indian parents and resource people from the Fort Belknap Indian Reservation; 5) made the teachers more aware of the fact that the Indian student is unique and that their relationship with him in the classroom cannot necessarily be the same as with another student. The teacher found out that he has different ideas, values and behavior patterns for good reasons and this enabled the teacher to be more understanding when dealing with the Indian student.

### Boarding Homes

The boarding homes project was very successful. During the course of the year we had thirty-three students from Hays and Lodge Pole, living in Harlem boarding homes. Seven of our students live so far from the bus route that they must live in town the full nine months, while the others were free to move when they wished. Many lived in Harlem only when they were involved with an extra-curricular activity. The only problem with this was finding boarding homes willing to keep a student for a short period of time. We found that school attendance was higher when they were riding the bus. The purpose of this project is to give students the opportunity to participate in school activities and yet be able to go home when they wish and thus be directly responsible to their parents.

## Fort Peck Indian Reservation

### Brockton

#### Library Enrichment

Library enrichment ensures accreditation of the library. Johnson-O'Malley Act funds purchased new titles, maps, films, filmstrips, and a resource of varied materials. The funds were used to help equip our new centralized elementary library, which is used by 175 Indian elementary students.

#### In-Service Consultant

Complete curriculum review undertaken with University of Montana, Division of Educational Research and Services provides in-service as required by the Office of the State Superintendent of Public Instruction.

The consultants helped the teachers and administration develop a flexible individualized course of study and to make the curriculum meaningful for student and teacher.

#### Resource Center

One aide was used to help instruct in a non-academic atmosphere, non-graded and child-centered in which students work at their own rate of speed. Units include beading, laceing, leathercraft, mocassin making, and candle stick making.

#### P.E. and Health

Johnson-O'Malley Act funds purchased multi-purpose balls, socks, jocks, mats, initiated pom pom girls and girls' basketball program.

This project was designed to promote better physical, mental, social, and emotional stability in activities in physical education, health education and recreational activities.



### Frazer

#### Breakfast Program

The Johnson-O'Malley Act furnished the salary for two cooks in the breakfast program. The assistant cook was of Indian descent. The program was successful from the teachers, students and parents standpoint.

The teachers found that students' school work was improved and that they were more alert in the forenoon after the breakfast program was started.

An average of sixty-three Indian students participated each morning in the breakfast program.

### Poplar

#### Survey

A survey was conducted of the Indian populace to determine future educational programs in the Poplar School. The survey did point out some areas of interest to the school. The school will make every effort to employ new programs for the improvement of education.

#### Indian Education Conference

Six members of the local Johnson-O'Malley committee were allowed to attend the annual Indian Education Conference in Helena. This program proved worthwhile as it did give the committee members some ideas they could use and that many of their problems were the same as many of the other reservations.

### Wolf Point

#### Enrichment Activities

Wowase Club is an after-school social experience for 4th, 5th and 6th grade girls with main activities based on Indian heritage and culture; 30 girls actively participated in these 2½ hour meetings. Designing and beading headbands was the main project of the year but other activities included a spring program planned and presented by the girls which was held in conjunction with a Johnson-O'Malley Community Action Program which sponsored an Indian dance for parents, faculty and community; a field trip was made to Fort Peck and Glasgow; the girls have performed at several community functions with their dancing or interpretive sign language to songs. Wowase, in existence for six years now, receives strong support from parents, school and community. Five adults provided leadership with parents and resource people involved at many meetings.

### Home Study Centers

Three Indian homes in Indian neighborhoods were open two nights a week for Indian children to study and to do homework. Six Junior high and high school teachers and counselors acted as tutors for the students at these homes. Mid-year evaluation showed 48 Indian students attending these home-study centers and most had improved their grades, several of them attaining honor roll status. The future of this project should consider a new format to be used in setting up centers which are student oriented.

## Northern Cheyenne Indian Reservation

### Lame Deer

#### Indian Culture Program

This provided for the teaching of Indian crafts to the students. Classes were taught in beadwork, pottery, etc., to all children in grades 2-8, involving 280 children.

The project paid the tuition for the teachers and aides participating in a workshop to develop a curriculum on Indian Education. One professor was employed from Eastern Montana College and nine people from this school participated.

The culture classes were very successful. Attendance was quite high on the days these classes were held.

#### The Cheyenne Writing Project

This project is developing reading materials for all elementary school levels based on Cheyenne history, legends, and culture. These materials are critically needed to help develop a positive self-image in Cheyenne children. They are also understandable and relevant to reservation children, thereby motivating their learning to read with comprehension.

Approximately 800 children are in schools using these materials. Teachers and children in our reservation schools are enthusiastic over these new materials and look forward to future publications.

## Rocky Boy's Indian Reservation

### Box Elder

#### Breakfast Program

Johnson-O'Malley Act funds were used to help start a breakfast program. Two Indian students received \$30.00 per month for assisting the breakfast cook. Breakfast was served free to all students with about 75 percent participation.

#### Summer Enrichment Program 1971

The summer enrichment program consisted of two main activities.

The morning program was conducted for six weeks with Mrs. Betty Clifford, a certified teacher, in charge. Her activities featured two sessions each day for elementary students. Enrollees reported at 9:00-9:30 each day for an enrichment period based on films related to health, guidance, literature, art, and music appreciation. She had a short pop and candy break and then had an hour art period. Participation included 20 Indian and 8 white students.

The afternoon or recreation session, included two swimming periods and one roller skating evening per week. Mr. Grover Harlow was in charge, and, according to him, he had little Indian participation except for swimming and roller skating.

### Rocky Boy

#### Individualized Instruction

The basic purpose of this component was to provide instructions for the individualized instructional program services, through teacher aides and a curriculum coordinator. The teacher aide project was linked to a Career Opportunities Program to provide additional experience and upward mobility type of involvement needed in education. Home school coordinator was emphasized at all times.

#### School Board Training

A continued effort to train this school board and inform the community about school laws, operations and procedures and also the need for and ways for the community to participate in the education process.

#### Environmental Improvement

A project that improved the various environmental necessities to enhance the total instructional program.

### Science Improvement

A project that will improve the science instruction of Indian children in a state-wide project that provides for improved materials, teacher training and follow-up inservice.

### Havre

#### Indian Culture

We did not have clear direction from the parents as to how we should develop a program of Indian culture. So, we began by working with the parents. A ten week course on Indian past and the problems of Indians today was offered for college credit. Attendance was small but the presentations, all made by Indians except for one person, were very beneficial. The course helped those of us who attended see a direction for development of culture in the school program.

#### Out of Classroom Experience

The following places were visited:

Vita Rich Dairy, Post Office, Meat Market, Buttreys, Northern Montana College Science Building to see Indian Artifacts, fossils, bird, animal and plant life of this region; Fire station, Grain Elevator, and chicken brooders, Montana State Experiment Farm - bull sale, pig farm, visited a farm where the children rode in a tractor, ate lunch as a group in a restaurant, and an airplane ride over Havre.

#### Teacher Aide and Tutor Program

The two programs have similar job descriptions in that they assist the teachers in helping students help themselves. Much of the teacher aide's and tutor's time is spent in one-to-one tutoring situations, under the supervision of a certified teacher. Most of the teacher aides and tutors are of Indian descent and many are bilingual.

The tutoring program has given many pupils extra help which some teachers in over crowded classrooms are unable to give. Some teachers do not have the time to give special attention to those who are slower learners or students who come from different cultural backgrounds.

The schools with teacher aides or tutor programs, by reservation and by school are listed as follows:

Blackfeet Indian Reservation; East Glacier Park. Crow Indian Reservation: Edgar, Pryor, Wyola. Flathead Indian Reservation: Hot Springs, Ronan. Fort Belknap Indian Reservation: Harlem. Fort Peck Indian Reservation: Brockton. Rocky Boy's Indian Reservation: Box Elder.

### Johnson-O'Malley Other Projects

#### Flathead Valley Community College

Johnson-O'Malley Act funds were used to assist the Indian Club at Flathead Valley Community College in sponsoring an Indian Awareness Week program during May 12, 13, 14, 1972.

#### University of Montana

Johnson-O'Malley Act funds were used to assist the Indian Studies Program in sponsoring a High School Debate Tournament for Indian high school students at the University of Montana in April, 1972.

#### Eastern Montana College

Johnson-O'Malley Act funds were used to assist the Wamb-Di Club to sponsor a three-day Indian Youth Conference at Eastern Montana College in Billings, April 20, 21, 22, 1972.

#### Indian Education Conference

Some 250 persons participated in the annual Indian Education Conference sponsored by Dolores Colburg, Superintendent of Public Instruction, in Helena, March 6 and 7, 1972.

The conference theme "Relevancy in Indian Education," was chosen so that participants would review relevancy of Indian education in public schools on or adjacent to Montana Indian reservations and learn ways to bring about greater relevancy.

The scope and depth of the conference were limited by time, but the evaluation indicates those who attended generally thought the conference was successful.

## JOHNSON-O'MALLEY ANNUAL FINANCIAL REPORT

MONTANA  
State

RECEIPTS

Balance carried forward July 1, 1971 . . . . .		\$ 68,212.49
Johnson-O'Malley Contract . . . . .	\$ 909,250.00	
Administration Transferred to 1972 . . . . .	\$ 291.78	
Refunds from Browning & Rocky Boy . . . . .	\$ 5,641.27	
TOTAL . . . . .		\$983,395.54

EXPENDITURES

1. Administration . . . . .		\$ 57,918.62	
A. Salaries . . . . .	\$		
B. Travel, Communications . . . . .			
C. Supplies & Equipment . . . . .			
D. Social Security, Retirement, Funds, Etc. . . . .			
E. Other (List) . . . . .			
2. <u>Operation &amp; Maintenance</u> (Basic Support) . . . . .		\$	
A. Instruction . . . . .	\$		
B. Transportation . . . . .			
C. Other Instructional Cost (Lists) . . . . .			
3. <u>Parental Costs</u> . . . . .		\$	
A. School Lunches . . . . .	\$		
B. Activity and Related fees . . . . .			
C. Supplies . . . . .			
D. Other parental costs (List) . . . . .			
4. <u>Special Services Programs</u> . . . . .		\$594,925.56	
A. Guidance & Counseling . . . . .	\$ 22,212.61		These figures include 1971 unencumbered cash balances and not 1972 unencumbered cash balances.
B. Attendance & Home Visitor . . . . .	65,346.01		
C. Remedial & Special Education . . . . .	28,312.70		
D. Teacher Aides . . . . .	73,536.09		
E. Summer Programs for Students . . . . .	61,273.75		
F. Expansion of Curricular Offerings . . . . .	190,952.11		
G. Other special programs (List) . . . . .	88,085.87		
H. Transportation . . . . .	47,853.81		
5. <u>Kindergartens</u> . . . . .		\$298,951.92	
A. No. of units: _____			
6. <u>Inservice Training</u> . . . . .		\$	
A. No. Employees participating: _____			
TOTAL EXPENDITURES . . . . .		\$951,796.10	
Transferred to Special & Kindergarten . . . . .		\$ 22,758.06	
Transferred to Administration . . . . .		\$ 8,841.38	
BALANCE . . . . .		\$983,395.54	

## JOHNSON-O'MALLEY ADMINISTRATIVE BUDGET

<u>Code</u>	<u>Description</u>	<u>Actual</u>	<u>Expenditures</u>
		<u>Fiscal</u>	<u>Year 1972</u>
111	Salaries, Professional	\$27,523.02	
112	Salaries, Non-Professional	5,809.51	
121	Hourly Wages	420.00	
141	Employee Benefits - Professional	2,629.71	
142	Employee Benefits - Non-Professional	698.06	
143	Employee Benefits - Hourly Wages	22.47	
212	Consulting Fees	-0-	
213	Travel, Consultants	1,272.81	
215	Contracted Services, Other	320.80	
216	Other Fees	100.00	
221	Supplies	196.61	
231	Postage	519.86	
232	Telephone & Telegraph	176.58	
241	Travel, In-State	3,226.80	
242	Travel, Out-State	282.02	
251	Rental, Space	1,573.00	
261	Utilities	146.68	
271	Maintenance Contracts	141.65	
272	Repairs, Non-maintenance contract	69.33	
281	Dues & Subscriptions	8.00	
311	Capital - Furniture, Equipment	833.98	
811	Gen. Support Int. Educ. Program	4,853.50	
813	Development of Basic Skills	3,886.90	
815	Assistant Superintendent	2,554.15	
818	Federal Programs Accounting	<u>653.18</u>	
	TOTAL	\$57,918.62	

# Summary of Allocations

## University Projects

Flathead Valley Community College . . . . .	\$2,000.00
University of Montana . . . . .	4,697.00
Eastern Montana College . . . . .	<u>3,000.00</u>
TOTAL	\$9,697.00

TABLE II

## JOHNSON-O'MALLEY ALLOCATIONS BY RESERVATIONS

Reservation	Total Johnson-O'Malley Funds
Rocky Boy	\$ 165,305.16
Northern Cheyenne	50,146.83
Fort Peck	97,131.20
Fort Belknap	126,424.95
Flathead	113,238.09
Blackfeet	178,280.84
Crow	<u>153,653.41</u>
TOTAL	\$ 884,180.48





Enrollment Data

REVISÉ 2/27/68

YEAR 1971-1972

AVERAGE DAILY ATTENDANCE

Elem. 4,561.25  
H. S. 1,115.45

STATE SUMMARY REPORT  
STATE Montana DISTRICT Billings  
INDIAN ENROLLMENT (JOM PARTICIPANTS ONLY)

No. of 8th grade graduates 457  
No. of 12th grade graduates 269

SCHOOL

GRADE	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	Indian Enroll.	Trans- fers 1/	DROPOUTS 2/ a b c d e f g h i j k l m n o p q r s t u v w x y z												Total Enroll.	Total Enroll.			
Kg.	18	263	230	11			1										523	39	3												978				
1		5	314	345	82	6	1										753	62	1							1			1,299	1,297					
2				6	242	306	75	11	2	1							643	64	1							1			1,377	1,331					
3					23	213	232	101	22	5							596	43	1							1			1,552	1,291					
4						11	182	229	123	36	4						585	38								1			1,556	1,346					
5							1	179	229	254	38	7					607	42								1			1,567	1,260					
6								10	178	233	120	36	3				580	42								2			1,517	1,332					
7									9	169	235	115	26	9			563	51								7			1,511	1,388					
8										13	119	227	138	32	7		538	53								1	2	0	2	34	1,457	1,320			
El. Ug.				3	3	7	13	16	18	12	16	10	9	1			108	6								2			402	165					
Total Enroll.	18	268	553	624	619	509	549	581	623	543	395	176	42	7			5496	440								6	0	0	1	6	0	2	64	1,997	11,739
9											11	134	175	87	36	8	451	39								2	2	1	1	0	0	7	52	1,454	1,339
10												3	97	161	76	13	3	353	26							3	2	2	1	0	0	0	60	1,260	1,185
11													5	103	138	54	10	310	16							1	7	4	0	1	0	1	32	1,271	1,082
12																		267	18							1	6	2	0	0	1	1	18	1,273	997
Sec. Ug.											1	4	6	2	3	5	21	2												4	15	32			
Tr l											11	138	281	360	341	205	66	1402	101											161	225	1,692	4,634		
Total Enroll.	18	268	553	624	619	509	549	581	623	543	395	176	42	7			6892	541								13	17	9	3	7	1	1	9	6,094	16,372

1/ Students known to have re-enrolled in another school of any type.

2/ In reporting numbers of dropouts, show numbers and alphabetical keys by grade for the following categories: (a) withdrawn by parents (b) marriage (c) employment (d) detailed by law agencies (e) illness (f) death (g) expelled (h) other. Example: If five students are dropouts from the 11th grade from which two left school for marriage and three left for employment, show as follows in grade 11 block of dropout column: 2b, 3c

COMMENTS:

This form is designed for use by individual schools, and for district or county as well as State consolidated reports. In the first column, elementary ungraded students (El. Ug.) may include pre-kindergarten as well as special students in any category. Secondary ungraded (Sec. Ug.) includes all special students of high school age.

Note that each column except at the extreme right is for Johnson-O'Malley assisted Indian students only. The extreme right column is total enrollment of all students, regardless of ethnic group, enrolled in Johnson-O'Malley participating schools.

The summary report is to be included in the annual J.O.M. report due by Oct. 15 each year in the Area and Central Offices of the Bureau of Indian Affairs.

Data for Table III was collected and tabulated by this office and shows information for public schools on or adjacent to Montana Indian reservations.

TABLE III

MONTANA INDIAN RESERVATION FISCAL YEAR 1972 STATISTICS  
ON ENROLLMENTS, TEACHERS, AND SCHOOL BOARD MEMBERS

Reservation	No. of Pupils of Indian Descent	Total No. of Pupils	No. of Teachers of Indian Descent	Total No. of Teachers	No. of School Board Members of Indian Descent	Total No. of School Board Members
Blackfeet	2,451	4,047	10	223	12	24
Crow	1,473	2,813	5	156	6	24
Flathead	1,260	4,424	8	247	6	38
Fort Belknap	783	957	1	58	5	8
Fort Peck	1,406	2,808	4	164	6	22
Northern Cheyenne	1,407	1,676	4	50	11	15
Rocky Boy's	863	4,080	4	190	5	8
TOTAL	9,643	20,805	36	1,088	51	139

TABLE IV

NUMBERS OF INDIAN STUDENTS HAVING ANY DEGREE INDIAN BLOOD ENROLLED IN  
PUBLIC AND PRIVATE SCHOOLS ON OR ADJACENT TO MONTANA INDIAN RESERVATIONS  
1960 - 1972

Years																
	K	1	2	3	4	5	6	7	8	Sp.	9	10	11	12	Sp.	Grads
1960-1961	-	857	674	651	640	552	541	544	443	-	370	245	199	163		121
1961-1962	-	874	700	689	678	598	575	575	496	-	417	303	218	167	-	143
1962-1963	-	991	794	758	693	703	650	601	536	-	467	348	241	172	-	131
1963-1964	-	1003	850	765	727	633	690	643	572	-	440	357	272	191	-	154
1964-1965	-	1083	816	751	752	653	645	680	582	-	489	399	262	236	-	182
1965-1966	207	1005	752	702	685	670	607	631	597	43	504	383	310	238	-	201
1966-1967	149	1124	910	767	733	706	711	646	615	88	532	414	323	285	-	252
1967-1968	219	1134	898	830	758	715	716	709	623	179	520	441	371	291	-	258
1968-1969	183	1065	898	839	837	733	742	715	671	330	622	495	416	357	-	259
1969-1970																215
1970-1971	534	1023	762	833	853	816	761	713	733	132	603	507	444	414	30	275
1971-1972	632	948	944	789	850	862	763	842	718	127	733	543	444	425	23	347

Data for Table V shows the numbers of Montana Indian students who graduated from public and private high schools on or adjacent to the seven Montana Indian reservations. The information was reported to this office by school officials.

TABLE V

NUMBERS OF MONTANA INDIAN STUDENTS GRADUATING FROM HIGH SCHOOLS  
ON OR ADJACENT TO INDIAN RESERVATIONS--1971-1972

Reservations	Schools	Having any degree of Indian blood	One-fourth or more degree Indian blood
Blackfeet	Browning	61	58
	Cut Bank	15	15
	Valier	<u>2</u>	<u>0</u>
	Total	78	73
Crow	Edgar	9	8
	Hardin	15	12
	Lodge Grass	<u>17</u>	<u>17</u>
	Total	41	37
Flathead	Arlee	8	6
	Charlo	4	3
	Dixon	5	2
	Hot Springs	0	0
	Polson	23	3
	Ronan	12	3
	St. Ignatius	<u>8</u>	<u>2</u>
	Total	60	19
Fort Belknap	Dodson	4	0
	Harlem	18	16
	*St. Paul's Mission	<u>3</u>	<u>3</u>
	Total	25	19
Fort Peck	Brockton	13	13
	Culbertson	1	0
	Frazer	8	8
	Nashua	1	1
	Poplar	18	18
	Wolf Point	<u>8</u>	<u>6</u>
	Total	49	46
Northern Cheyenne	**Busby	25	25
	Colstrip	6	6
	*St. Labre Mission	<u>27</u>	<u>26</u>
	Total	58	57
Rocky Boy's	Box Elder	18	18
	Havre	<u>18</u>	<u>0</u>
	Total	36	18

TABLE V (Cont'd)

Reservations	Schools	Having any degree of Indian blood	One-fourth or more degree Indian blood
Public High Schools		295	218
*Private High Schools		27	26
**Federally Operated High School		25	25
	Total	347	Total 269

Data for Table VI shows the numbers of Indian student dropouts as reported by public school officials.

TABLE VI

NUMBERS OF INDIAN STUDENT DROPOUTS BY PUBLIC SCHOOLS AND RESERVATIONS  
1971-1972

Reservations	Schools	One-fourth or more degree Indian blood	Having any degree of Indian blood
Blackfeet	Babb	0	0
	Browning	85	97
	Cut Bank	0	4
	East Glacier	3	3
	Heart Butte	0	0
	Valier	0	1
	Total	88	105
Crow	Edgar	8	8
	Hardin	23	23
	Lodge Grass	8	8
	Pryor	0	0
	Wyola	1	1
	Total	40	40
Flathead	Arlee	9	9
	Charlo	1	1
	Dixon	3	4
	Elmo	0	0
	Hot Springs	3	3
	Polson	7	7
	Ronan	0	2
	St. Ignatius	10	12
	Total	33	38
Fort Belknap	Dodson	0	0
	Harlem	19	20
	Hays-Lodge Pole	2	2
	Total	21	22
Fort Peck	Brockton	7	8
	Culbertson	0	0
	Frazer	11	11
	Nashua	0	0
	Oswego	0	0
	Poplar	24	24
	Wolf Point	17	21
	Total	59	64
Northern Cheyenne	Ashland	0	0
	Colstrip	0	0
	Lame Deer	0	0
	Total	0	0



TABLE VI (Cont'd)

Reservations	Schools	One-fourth or more degree Indian blood	Having any degree of Indian blood
Rocky Boy's	Box Elder	37	37
	Havre	0	20
	Rocky Boy	0	0
	Total	37	57
TOTAL		278	326

Data for Table VII shows the numbers of Indian student dropouts for non-public schools as reported by school officials.

TABLE VII

## NUMBERS OF INDIAN STUDENT DROPOUTS FOR PRIVATE AND FEDERAL SCHOOLS

Reservations	Schools	One-fourth or more degree Indian blood	Having any degree of Indian blood
Blackfeet	None		
Crow	St. Charles	0	1
	St. Xavier	0	1
	Total	0	2
Flathead	Villa Ursula	0	0
Fort Belknap	St. Paul's	0	3
Fort Peck	Immaculate Conceptions	0	0
Northern Cheyenne	St. Labre	0	8
	Busby Federal School	0	31
	Total	0	39
Rocky Boy's	None		

Higher Education

Indian Fee Waiver Program

The State of Montana provides fee waivers in the amount of \$90.00 per quarter. The Montana Indian students must be accepted for admission to any unit of the Montana University System and have at least one-quarter ( $\frac{1}{4}$ ) degree Indian blood. The program is administered by the units of the Montana University System.

One hundred seventy-two new fee waivers and 79 extensions were awarded to 251 eligible Indian students during fiscal year 1972.

Data for Table VIII shows the number of students awarded fee waivers and extensions since 1961.

TABLE VIII  
NUMBERS OF MONTANA INDIAN STUDENTS  
AWARDED FEE WAIVERS AND EXTENSIONS

Fiscal Years	Number of New Fee Waivers	Number of Fee Waiver Extensions	Total
1961	21	6	27
1962	5	8	13
1963	29	6	35
1964	28	3	31
1965	26	0	26
1966	25	4	29
1967	27	4	31
1968	68	7	75
1969	128	37	165
1970	142	136	278
1971	166	155	321
1972	172	101	273

The Montana Legislative Assembly amended the fee waiver law during the 1971 legislative session and effective July 1, 1971 administration of the act was transferred from the Office of the Superintendent of Public Instruction to each unit of the Montana University System.

Section 75-8705, R.C.M. 1947, is amended to read as follows:

"75-8705. Indians--nonpayment of fees.

(1) Persons of one-fourth ( $\frac{1}{4}$ ) Indian blood or more and are bona fide residents of the State of Montana for at least one (1) year prior to enrollment in the Montana University system, completing a four (4) year course of an accredited high school or federal Indian school showing financial need and evidence of studious and industrious habits, may enroll in the University system without the payment of fees.

(2) Each unit shall make rules governing the selection of these students."

Inquiries about the fee waiver program should be addressed to the Office of the Registrar at Western Montana College, Dillon, Montana 59725; Northern Montana College, Havre, Montana 59501; Montana College of Mineral Science and Technology, Butte, Montana 59701; and the Financial Aid Office at Eastern Montana College, Billings, Montana 59101; Montana State University, Bozeman, Montana 59715; University of Montana, Missoula, Montana 59801.

# Educational Grants and Loans

Indian students desiring to attend institutions of higher learning are eligible for financial assistance provided they meet certain eligibility requirements.

Data for Table IX shows the numbers of eligible Montana Indian students who were awarded Federal educational grants by the B.I.A. to attend institutions of higher learning. These figures came from the Education Specialists located on each of the seven reservations.

TABLE IX  
NUMBERS OF MONTANA INDIAN STUDENTS  
AWARDED FEDERAL GRANTS BY THE  
BUREAU OF INDIAN AFFAIRS TO ATTEND  
INSTITUTIONS OF HIGHER LEARNING

Fiscal Years	Number of Indian Students	Total Grant Amounts	Averages
1967	117	\$79,800	
1968	150	\$103,503	\$695.
1969	180	\$150,569	\$832.
1970	248	\$212,032	\$855.
1971	492	\$349,069	\$709.
1972	648	\$796,978.36	\$1,229.90

In addition to Federal educational grants the various tribal councils in Montana award tribal education grants to eligible members of their tribes. Data for Table X shows the numbers and amounts of tribal grants for the past several years.

Table X data was reported to this office by Bureau of Indian Affairs education specialists, reservation principals and by tribal education committees.

TABLE X

AWARDED TRIBAL EDUCATIONAL GRANTS AND LOANS

Fiscal Years	Numbers of Indian Students	Total Grant & Loan Amounts	Averages
1969	256	\$135,910	\$530.
1970	209	\$138,725	\$664.
1971	228	\$138,922	\$609.
1972	365	\$108,770	\$298.

During 1971-72 several Montana Tribal Councils made tribal educational grants and loans to eligible members of their tribes.

The Blackfeet Tribal Business Council loaned two hundred ten students a total of \$39,000 and gave four student grants which totalled \$2,000. The Crow Tribal Council does not give educational loans but has an excellent scholarship program; they gave eighty-two students a total of \$30,000. The Tribal Council of the Confederated Salish and Kootenai Tribes loaned five students a total of \$3,000; they do not give educational grants. The Fort Belknap Community Council loaned seven students a total of \$6,250; they do not give educational grants. The Fort Peck Executive Board and Rocky Boy's Chippewa-Cree Business Committee do not give educational loans or grants. The Northern Cheyenne Tribal Council gave a total of \$28,520 to fifty-seven students; they do not give educational loans.

Montana college and university officials were requested to furnish information on Indian enrollments and special programs for inclusion in this report.

TABLE XI

INDIAN EDUCATION REPORT FOR MONTANA PUBLIC AND PRIVATE INSTITUTIONS OF HIGHER LEARNING

	University of Montana	Northern Montana College	Montana Tech.	Eastern Montana College	Montana State University	College of Great Falls	Rocky Mountain College	Flathead Valley Community College	Totals
No. Originally Enrolled Undergraduates	144	73	6	110	75	12	11	48	479
No. Dropped Out Undergraduates	14	32	2	15	21	5	2	12	103
No. Graduated Undergraduates	1	5	0	8	11	2	1	6	34
No. Originally Enrolled Graduate School	17	1	0	2	1	0	0	0	21
No. Dropped Out Graduate School	4	0	0	1	0	0	0	0	5
No. Earned Advanced Degrees	3	0	0	0	1	0	0	0	4

Did Not Report: Carroll College  
Western Montana College  
Miles Community College  
Dawson College

## OTHER FEDERALLY-FUNDED EDUCATIONAL PROGRAMS FOR INDIAN STUDENTS

### Follow-Through

The office of the Superintendent of Public Instruction supervises a Follow-Through Program for the Indian students at Lame Deer, Busby, and St. Labre Mission at Ashland. This program consists of comprehensive instruction by teachers, teacher aides, and volunteer parents, in kindergarten through third grade encompassing the total child in the academic and health areas. It provides for individual instruction and assistance for those students who are in need of tutorial and didactic help.

### Special Education

Special education programs have been developed in 15 schools on or adjacent to Indian reservations. The schools are Brockton, Browning, Cut Bank, Charlo, Hardin, Heart Butte, Harlem, Lodge Grass, Polson, Pryor, Ronan, St. Ignatius, Valier, Wolf Point, and Wyola.

The types of programs in these schools include those for the educable mentally retarded and trainable mentally retarded, and youngsters in need of speech therapy. One or all three of these programs may be at one school.

### Career Opportunities Program

The specific educational need to be met is to train Indian teacher aides, to allow them to progress toward certification as a classroom teacher, to allow them to become involved in the educational process by developing the knowledge and skills of the participants, to a degree of performance, to allow them to assist in the definition of educational and community needs of the Indian population and to assist in the design and development and implementation of programs relevant to those needs.

Northern Cheyenne, Crow, and Rocky Boy's reservations each have a C.O.P. program with seventy trainees participating.

### Teacher Corps

The Teacher Corps program trains undergraduate interns over a two year period while they perform in local schools. A specially designed academic program will allow the intern to complete the requirements for a B.S. Degree in Elementary Education.

The field setting offers the opportunity for local school districts to work with college faculty in further developing a field-centered, elementary education program that is more personalized and particularly aimed at the student from a minority race and low income family.

The Teacher Corps programs are located on the Northern Cheyenne and Crow Indian reservations in schools that are composed predominantly of Indian students.

#### Teacher and Teacher Aide Training Programs

Training programs were implemented at the Brockton and Poplar public schools on the Fort Peck Indian reservations, to reduce critical shortages of teachers in areas of greatest need in Montana by training persons not in educational occupations for positions as teachers and as teacher aides. These teachers and aides are teaching and working in schools serving Indian youth.

#### Urban/Rural School Development Program

The program at Hays/Lodge Pole is to create, design, implement, and monitor school programs that will involve local Indian parents in the education of their children. The program is to provide a greater understanding and awareness of educational issues and techniques by both school staff and community persons.

#### School Breakfast Program

There are fifteen school districts presently participating in the breakfast program in schools on or near Indian reservations. This is an increase in school districts participating in the breakfast program this year, last year there were nine school districts participating. Other school districts have indicated they would start a breakfast program in their schools next year.

#### Bilingual Education Program

The pilot program in bilingual education began at the Crow Agency Public School in the fall of 1970. Since then other reservation communities have shown an interest in what has been happening to Crow Indian children via the bilingual approach.

Bilingual education programs have been implemented on the three Indian reservations where children coming to school speak their native language: Crow, Northern Cheyenne, and Rocky Boy's.

#### Adult Basic Education

During the course of Fiscal Year 1972, Adult Basic Education Programs were in operation on six of the seven Montana Indian reservations. ABE programs are sponsored by local school districts with the approval of the Office of the State Superintendent. These programs are intended to provide adults an opportunity to develop basic academic skills to an eighth grade competency level through involvement in adult related courses.



The Office of the Superintendent of Public Instruction supported these programs with a total of \$71,762.59 state grant funds. Local sources contributed a total of \$7,977.69 in way of required matching. Approximately 691 adults, age 16 and older, participated in ABE programs during Fiscal Year 1972.

#### Drug Abuse Education

The state is sponsoring a drug abuse education training program at several Indian schools. These programs are sponsored through the Drug Abuse Education Act. Public Law 91-527.

The goal is to encourage the development of new and improved curricula on the problems of drug abuse; to demonstrate the use of such curricula in model educational programs and to evaluate the effectiveness thereof; to disseminate curricular materials and significant information for use in educational programs throughout the nation; to provide training programs for teachers, counselors, law enforcement officials, and other public service and community leaders; and to offer community education programs for parents and others on drug abuse problems.

#### ESEA TITLE I

The Title I projects and programs that have been implemented in schools on or adjacent to Indian reservations in Montana are designed to strengthen the education of educationally deprived children. Thirty-two schools on or adjacent to Indian reservations received a total of \$433,736.00 Title I funds. Two reservation public schools did not participate in the Title I program this fiscal year.

### TITLE III

The following public schools had Title III programs in fiscal year 1972. These schools are located on Indian reservations at Blackfeet and the Flathead respectively.

#### Browning

The Browning project is designed to provide the vehicle for assessment of the degree of stress-conflict in elementary students and to develop those educational procedures that will minimize stress in identified students. The program is directed by a qualified psychologist whose responsibility will be the administration of a complete battery of applicable testing instruments. All students in grades K-12 in the district are involved in the program; 89% are of Indian descent. The cost of the program is \$25,995.

#### Ronan

The program is designed to create an awareness of the Indian culture and current Indian problems among the students and teachers in Ronan. Two courses of instruction have been developed; one is a six-week unit in the history, culture and customs of the Indians of the Northwest for seventh graders and the other is a semester unit on the history, culture, customs and social issues of the confederated tribes of the Flathead Indian Reservation at the 11th grade level. Community members, students and teachers form an advisory committee to the project staff. The percent of Indian students attending Ronan Public Schools is 21%. The cost of the program is \$6,340.

PUBLIC LAW 89-10  
ELEMENTARY AND SECONDARY EDUCATION ACT  
TITLE I  
PROJECTS APPROVED 1971-72

District Number	Project Number	Type of Project	Disbursements	
<u>BIG HORN COUNTY</u>				
17-H	Hardin Elem.	72-02-0023-01-0021	Personalized Attention to Individual	\$36,950
1	Hardin High School	"	Academic Need	15,917
27	Lodge Grass Elem.	72-02-0025-01-0067	Instructional Tutors	7,964
2	Lodge Grass H.S.	"	" "	3,755
29	Wyola Elem.	72-02-0022-01-0145	Remedial Program in Basic Subjects	2,614
2	Pryor Elem.	72-02-0022-01-0145	Remedial Program in Basic Subjects	995
<u>BLAINE COUNTY</u>				
12	Harlem Elem.	72-03-0030-01-0045	Special Classes for Deprived Students	10,875
12	Harlem H.S.	72-03-0030-01-0045	" " " " "	9,859
50	Hays-Lodge Pole	72-03-0046-01-0051	English & Math Program	8,739
<u>CARBON COUNTY</u>				
4	Edgar H.S.	72-05-0073-01-0014	Reading Improvement Program	1,832
<u>GLACIER COUNTY</u>				
8	Babb Elem.	72-18-0399-01-0160	Reading & Attitude Improvement	3,630
9	Browning Elem.	72-18-0400-01-0015	Communications Skills Improvements	39,152
9	Browning H.S.	72-18-0400-01-0015	" " "	14,102
15	Cut Bank Elem.	72-18-0402-01-0036	Individual Attention	46,376
50	East Glacier Park	72-18-0404-01-0155	Instructional Remediation	2,805

## TITLE I PROJECTS APPROVED 1971-72 (Continued)

District Number	Project Number	Type of Project	Disbursements
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HILL COUNTY

13	Box Elder Elem.	72-21-0425-01-0092	Cultural & Educational Improvement Program	\$ 1,287
G	Box Elder H.S.	"	" " " "	1,243

LAKE COUNTY

8	Arlee Elem.	72-24-0474-01-0137	Reading & Math Improvement	5,306
8	Arlee H.S.	"	" " "	2,002
7	Charlo Elem.	72-24-1205-01-0009	Tutoring	3,666
7	Charlo H.S.	"	"	2,099
30	Ronan Elem.	72-24-1199-01-0011	Reading Improvement	16,649
30	Ronan H.S.	"	" "	7,933
28	St. Ignatius Elem.	72-24-0480-01-0027	Improvement in Reading & Math	10,714
28	St. Ignatius H.S.	"	" " "	5,345
23	Polson Elem.	72-24-0477-01-0048	Attitude Change Via Basic Skills	18,815
23	Polson H.S.	"	" " " " "	8,520
22	Elmo Elem.	72-24-0477-01-0048	Attitude Change Via Basic Skills	556

PONDERA COUNTY

1	Heart Butte Elem.	72-37-0670-01-0152	Reading Improvement	-0-
18	Valier Elem.	72-37-0679-01-0019	Remedial Reading	3,836
18	Valier H.S.	"	" "	3,338

## TITLE I PROJECTS APPROVED 1971-72 (Continued)

District Number	Project Number	Type of Project	Disbursements	
<u>ROOSEVELT COUNTY</u>				
55	Brockton Elem.	72-43-0782-01-0060	Individualized Instruction for Academic Improvement	\$ 3,497
55F	Brockton H.S.	"	Individualized Instruction for Academic Improvement	1,594
9	Poplar Elem.	72-43-0775-01-0022	Adherent Appraisal of Behavioral	25,937
9B	Poplar H.S.	"	Disadvantaged for Individualized Instruction	11,031
45	Wolf Point Elem.	72-43-0780-01-0087	Continued Individual's Improvement	21,911
45A	Wolf Point H.S.	"	" " "	8,275
<u>ROSEBUD COUNTY</u>				
19	Colstrip H.S.	72-44-0797-01-0016	Preparedness Program in English	8,405
6	Lame Deer Elem.	72-44-0792-01-0074	Improved Instruction Program	11,828
<u>SANDERS COUNTY</u>				
9	Dixon Elem.	72-45-0815-01-0082	Tutoring Project	600
9	Dixon H.S.	"	" "	318
14	Hot Springs	72-45-0815-01-0082	Tutoring Project	2,131
14	Hot Springs H.S.	"	" "	1,335



